DOCUMENT RESUME

ED 154 893 JC 780 308

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TITLE A Preliminary Report on Student Evaluations of the House Plan. Research Report #6.
INSTITUTION Cypress Coll., Calif.
PUB DATE Aug 76
NOTE 64p.; For related documents, see ED 026 985, 134 255 and JC 780 304-307, 309. Not available in hard copy due to marginal legibility of original document

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS Cocurricular Activities; College Environment; Community Colleges; *Counseling Services; Counselors; *Graduate Surveys; *House Plan; Institutional Research; *Junior Colleges; Nonresidential Schools; Participant Satisfaction; Questionnaires; *Student Attitudes; *Student College Relationship; Surveys

ABSTRACT

As part of a multi-phase, multi-method study of the House Plan at Cypress College in California, this study surveyed three student populations as to various House Plan aspects. Questionnaires were given or mailed to 135 students attending graduation rehearsal in June 1976, 256 students eligible for graduation, and 280 alumni who graduated in June 1975. The questionnaires elicited information about whether House counselors were helpful, House assignments, advantages of the Plan, participation in and suggestions for future House activities, and whether the Plan should be continued. Among day students 54% of graduation attendees felt being assigned to a House had personal advantages, only 24% had participated in House activities, and over 88% indicated the college should keep the Plan. Among those eligible for graduation, over 62% either did not answer or responded "don't know" to a question on the purpose of House advisors; another 17% manifested confusion about advisors' roles. Over 76% said House counselors did not help them while at the college. Approximately 45% felt they'd been personally helped by the House Plan, but 46% felt the Plan was not helpful. Among alumni, almost 49% did not answer or did not know the purpose of House advisors, over 69% were not personally helped by advisors, and over 62% did not feel the Plan had helped them while at the college. (TR)

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ED154893

RESEARCH REPORT #6

A PRELIMINARY REPORT ON STUDENT EVALUATIONS OF THE HOUSE PLAN

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August, 1976

JC 780 308

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RESEARCHER'S STATEMENT OF RESPONSIBILITY

I certify that the data contained herein are accurate and unbiased to the best of my knowledge and research abilities. I further certify that I have the sole responsibility for the content of this report and for any errors. I further certify that this research was carried out in full accordance with ethical standards concerning human subjects.

Judy Davidson
Institutional Research Officer

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THE CONCEPT OF THE HOUSE

Bigness in education has the advantages of efficiency and economy, but also its disadvantages -- the greatest of which is the tendency of the student to become indistinguishable and "lost." Breaking up the bigness into more educative, manageable and sociologically acceptable groups is the essence of the House Plan.

Architectural response:

A. Each House, serving from 400 to 1000 students, will be located at a pedestrian node.

B. Each House has its own conveniently located parking areas.

C. The House is a place where (1) student meets student; (2) professor meet professor, and even more important; (3) student meets professor in an informal, relaxed atmosphere.

D. Spaces within the House consist of student-faculty lounge, seminars, snack bar-kitchen, library, carrels, student officers' office, offices for faculty associates and counselors, terraces, etc.

E. The House permits more personalized student services.

1. Introduction

This report is part of a series of studies of the House Plan, and it is a preliminary study of the views of some student sub-populations toward various aspects of the House Plan. The data for this study were collected at the same times and from the same student sub-populations as were the data for Research Report #5: (1) from those students who attended graduation rehearsal in June, 1976. A questionnaire was administered at the rehearsal, with N=135. (2) from those students who were eligible for graduation this June. A questionnaire was mailed out to all students who were eligible to go through graduation with N=256. (3) from those students who were eligible for graduation last June. A questionnaire was mailed out to all those students who were eligible to go through graduation in June, 1975, with N=280. Since these are exactly the same respondants as in Research Report #5, the reader is referred to Research Report #5, pp. 1-4, for the discussion of the probable characteristics of these student sub-populations. The reader is further reminded that these sets of respondants probably do not constitute a random sample of the entire student population but rather probably are biased in certain systematic ways; for example, as was pointed out in Research Report #5, those who choose to answer the mailed questionnaires are probably those who are the most interested, the most satisfied, the most successful, and the most dissatisfied. Furthermore, those who chose to attend the graduation ceremonies are probably those who were most involved in campus life and those who, for some reason, took special pride in having graduated. In

summary, these respondants probably represent the extremes of attitude and opinion, both the negative and positive extremes, with the negative extreme probably being highly overrepresented in these respondants, and the positive extreme being slightly overrepresented.

2. Survey of those students who attended graduation rehearsal

A one-page questionnaire dealing with counseling and the House Plan was administered to all students who attended the rehearsal for graduation on June 14, 1976. This questionniare is reproduced in Figure 1, page 4. The first half of the questionnaire dealt with counseling, and the results have been reported in Research Report #5, pp. 7-19. The second half dealt with the House Plan. The total number of respondants was N=135. A difference between the administration of this questionnaire and the questionnaires which were mailed out is that these students did not have time to write comments, whereas the students who received the mailed questionnaires did make extensive comments.

The breakdown of day and extended day students for this set of respondants was as follows:

Day	111	82.22%
Extended day	24	17.78%
	135	100.00%

The first question students were asked with respect to the House Plan was the following:

> From your point of view, did being assigned to a House have any advantages for you personally?

Note that this question was deliberately designed not to have the student evaluate the House Plan in some abstract manner, but rather to evaluate it from his personal point of view. That is, this particular question does <u>not</u> deal with the intrinsic

Figure 1.

Were you a day or extended day student?
Day _____ Extended day _____

Do you feel that your counselor helped you while you were here at Cypress?
Yes _____ No _____

If he or she did help you, in what ways?

_____

_____

Do you feel that your counselor has given you whatever help you needed with your post-graduation plans?
Yes _____ No _____ Did not have a counselor _____

Which House were you assigned to?

Bernstein _____ Edison _____
Einstein _____ Thorpe _____
Muir-Twain _____ Carnegie _____
Schweitzer _____ None _____

From your point of view, did being assigned to a House have any advantages for you personally?
Yes _____ No _____ Was not assigned to a House _____

If so, in what ways did being assigned to a House help you?

_____

_____

Did you participate in House activities while you were a student here?

_____

_____

What kinds of activities do you think the Houses should sponsor, if any?

_____

_____

_____

_____

Do you think that Cypress should keep the House Plan?
Yes _____ No _____

value of the House Plan irregardless of the particular student's experiences with it,[1] but rather with his or her own experiences with it.

The following is the distribution of responses to this question, for day students only: (N=111)

Response	Frequency	Percentage
Yes	60	54.06%
No	48	43.24%
Was not assigned to a House	1	.90%
No answer	2	1.80%
	111	100.00%

This distribution is graphed in Figure 2 on page 6.

The 54% who had responded that they had gotten personal benefits from being assigned to a House were then asked to specify exactly what sorts of benefits through the following question:

If so, in what ways did being assigned to a House help you?

Because of the extreme importance of this question, and because the nature of this question allowed students to express opinions and attitudes, all answers will be presented in their entirety, and then the general trends discussed. Remember that N=60=number who responded that being assigned to a House had helped them personally:

It was more personal, felt I was more important.

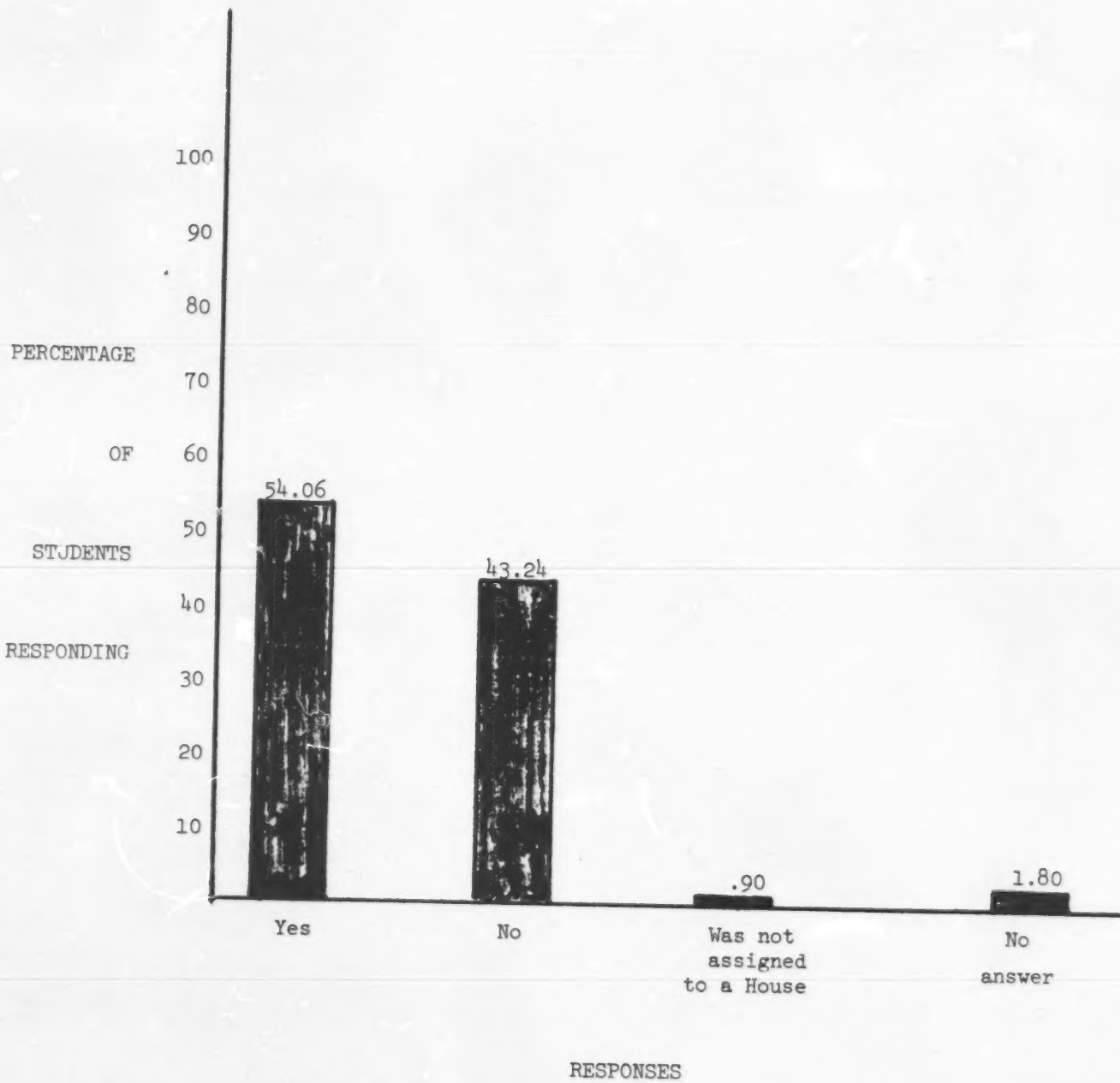
You are differentiated from others.

The House can feel like a home - greatly reduces tne feeling just being a number.

[1]Note that there is a question further down in the questionnaire which deals with the value of the House Plan "in the abstract."

Figure 2

Responses to the questio
"From your point of view
did being assigned to a
House have any advantage
for you personally?",
day students
N=111



Counseling in upper-level subjects - choosing the proper subjects to take.

Met people interested in same field as me.

I was able to get involved in student government.

I prefer to be immersed in an environment conducive toward my major.

I like the smaller number of students.

Work with people in your field.

It was a good way to get acquainted with your major - teachers, types of classes, students.

I had access to a counselor.

Communication with fellow students in the same field helped a great deal.

I associated with the people who had the same major and it helped.

Everyone in one House has similar interests and goals.

Centralized communication.

More intimate relations with teachers, officers, advisors, etc.

You get to know the people in your House a lot better - teachers as well as students.

Provided a nice, more intimate atmosphere.

I thought that the House Plan extended a sort of "home" atmosphere to Cypress College.

Specialization in counseling.

By having something to belong to even if I didn't participate.

Identity.

One place to go for information.

Made you feel you belonged.

It was convenient having all my classes in one building.

In seeking out information, it was helpful to start with the House - e.g., the secretary was very helpful.

Assigned a definite counselor and kept same counselor throughout 2 years - feeling of belonging.

Felt more like I belonged somewhere and added more personal touch.

I felt I belonged somewhere.

Helped me in the feeling of belonging, and helped me feel at home like I had someone to go to for help or someone who was always there.

Better student-teacher ratio.

All your (most of them) classes for your major are there.

Anything I needed was there.

You got to know the people interested in the field you chose.

Having a particular place that you felt you belonged - not being a stranger all over the campus.

I didn't have to travel too far for my classes.

School atmosphere was more personal.

I was assigned where my major was, so he (apparently referring to counselor) especially knew what I needed.

Counselor knew my major and could answer questions.

Enjoyed having majority of my classes in one building.

Being assigned to a House gave me the ability to mingle with people in related subject areas.

I got to get acquainted well with the instructors of _____House and feel it was quite an asset.

Close association with people of my own interests.

It helped academically and socially.

Personal involvement in a small part of school government and activities.

All classes for major took place in same building. Surroundings all pertained to major.

Centralized the student with classes and counselor being in same House.

Having most classes in one building - getting to know instructors in your field.

If these answers seem a little abbreviated and fragmented, the reader should remember that this questionnaire was administered during the rehearsal for graduation, and the respondants had neither the time to ponder the question nor to write extensively about it. Nonetheless, several rather strong trends can be seen. Note first of all that almost 1/3 of the responses mentioned something about either a feeling of belonging, a feeling of uniqueness, a feeling of a more personal atmosphere, or the feeling of a "home" atmosphere. Second, about

1/5 of the responses mention advantages of getting the chance to associate with people in the same field or with people of similar interests, both instructors and fellow students. Third, not quite 1/5 mention access to counseling or to counselors knowledgeable in the student's own field.

The next question concerning the House Plan was the following:

Did you participate in House activites while you were here?

The following is the distribution of responses to this question, for day students only: (N=111)

Response	Frequency	Percentage
Yes	27	24.32%
No	82	73.88%
No answer	2	1.80%
	111	100.00%

Note that while only about 1/4 of the respondants participated in House activities, that nonetheless a much higher percentage, almost 55%, reported that they had personally benefited from House membership. This seems to indicate that there are other factors aside which makes House membership useful. Three possible such factors have already been identified by the previous question: the accessibility of specialized counseling, the feeling of belonging or of reduction of the impersonality of the college, and the chance to assoicate with students and teachers in one's own field.

The above response distribution was only for day students. For extended day students, as might be expected, no respondants reported any participation in House activities; extended day students are not completely indifferent to House activities and indeed sometimes wish they also had access to House activities, as evidenced by the following comments written in by two students:

It is a great loss for the extended day students to not have the advantages of these activities.

There are no activities for extended day students!

The next question concerning the House Plan was put into this questionnaire because of requests from several House advisors:

What kinds of activities do you think the Houses should sponsor, if any?

The distribution of answers and "non-answers" is presented below:

Answers (i.e., suggestions)	42	31.11%
No answers (i.e., blank, or "don't know" or "no opinion"	93	68.89%
	135	100.00%

Note that a little less than 1/3 of the respondants gave no answers. That they gave no answers could mean (a) they are satisfied with current House activities; (b) they lack knowledge of current House activities and/or the House Plan; or (c) they are indifferent. It is not known at this time which of these three possibilities, if any, is correct.

The suggestions that the students did make for the kinds of House activities are listed below in their entirety, and are broken down according to whether the respondant was a day or extended day student;

Extended day (N=7)

More counseling.

Student involvement. Get more students involved.

Something to involve the extended day students and make them feel recognized!

Definitely need activities for extended day. It would make it more personal and give us greater incentive.

Counseling should be primary activity of the house.

Same as they have now with the exception of snack hours extended to include Saturday.

Saturday a.m. coffee klatsches for extended day students to learn and know more about Cypress.

Day students (N=35)

Spelling bee contest.

Have more special events in association with the special studies of the House.

I was really involved with the Ski Club.

Should help their clubs in most of their activities.

Feel they are doing a good job now.

More without interference of the advisor.

Fund-raisers for off-campus charities. I really don't care a whole lot, but at least fund-raisers would help people more.

Dances, sales, etc.

Lectures on assorted topics, some social activities, house beautification projects.

A variety - chosen by the students.

I enjoy the types of activities they had in the past - these types of activities should be kept.

More intramural sports.

Pinning for the RN's (Apparently referring to a pinning ceremony)

Schweitzer - sponsor pinning and money for roses for the RN's.

I thought that intra-House sports was a good idea, as well as various campaigns.

Scholarship candidates.

More activities as a whole school, not just between Houses.

Activities for older men and women.

More groups in each House involved in outside activities.

More House-against-House or teachers' competitions.

Dances, sport activities between Houses and especially during the College House.

Most of their activities were okay; I've never been very active at school outside of class.

Discipline-related.

Dances, concerts.

Dances, bands, special events.

Programs that reflect the emphasis of each of the Houses.

Keep current type of activities.

Charity. (There were 2 such responses)

For older people, like a talk-it-over group.

The same as they have been.

The counseling activities should be the primary activity - should be stressed and intensified.

More activities, information on main floor lounges.

More dances for all students.

Holiday activities and group outings.

Note that although the question was specifically about House activities, nonetheless 3 respondants mentioned counseling, again indicating that for at least some students, the House concept is identified with the concept of decentralized counseling.

The next question concerning the House Plan asked about the abstract value of the House Plan (remember that a previous question asked about the student's personal benefits from the House Plan) through the following question:

Do you think Cypress should keep the House Plan?

The distribution of responses for the entire set of respondants follows: (N=135)

Response	Frequency	Percentage
Yes	119	88.16%
No	6	4.44%
No answer	10	7.40%
	135	100.00%

This distribution is graphed in Figure 3 on page 15.

For day students only, the distribution of responses for the same question (Do you think that Cypress should keep the House Plan?) follows: (N=111)

Response	Frequency	Percentage
Yes	101	91.00%
No	5	4.50%
No answer	5	4.50%
	111	100.00%

This distribution is graphed in Figure 4 on page 16.

Figure 3

Distribution of responses to question "Do you think Cypress should keep the House Plan?", for both day and extended day students.
N=135

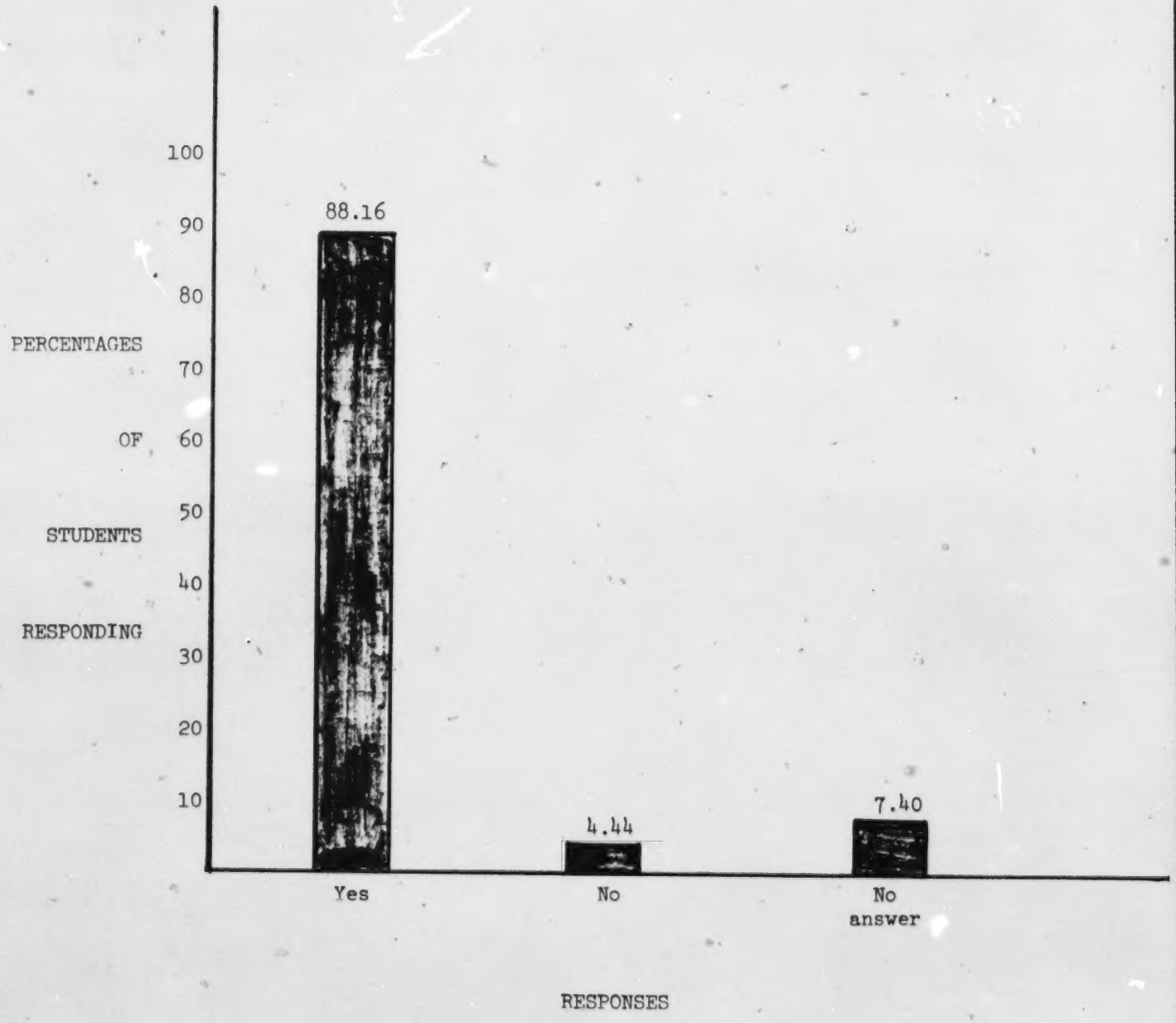
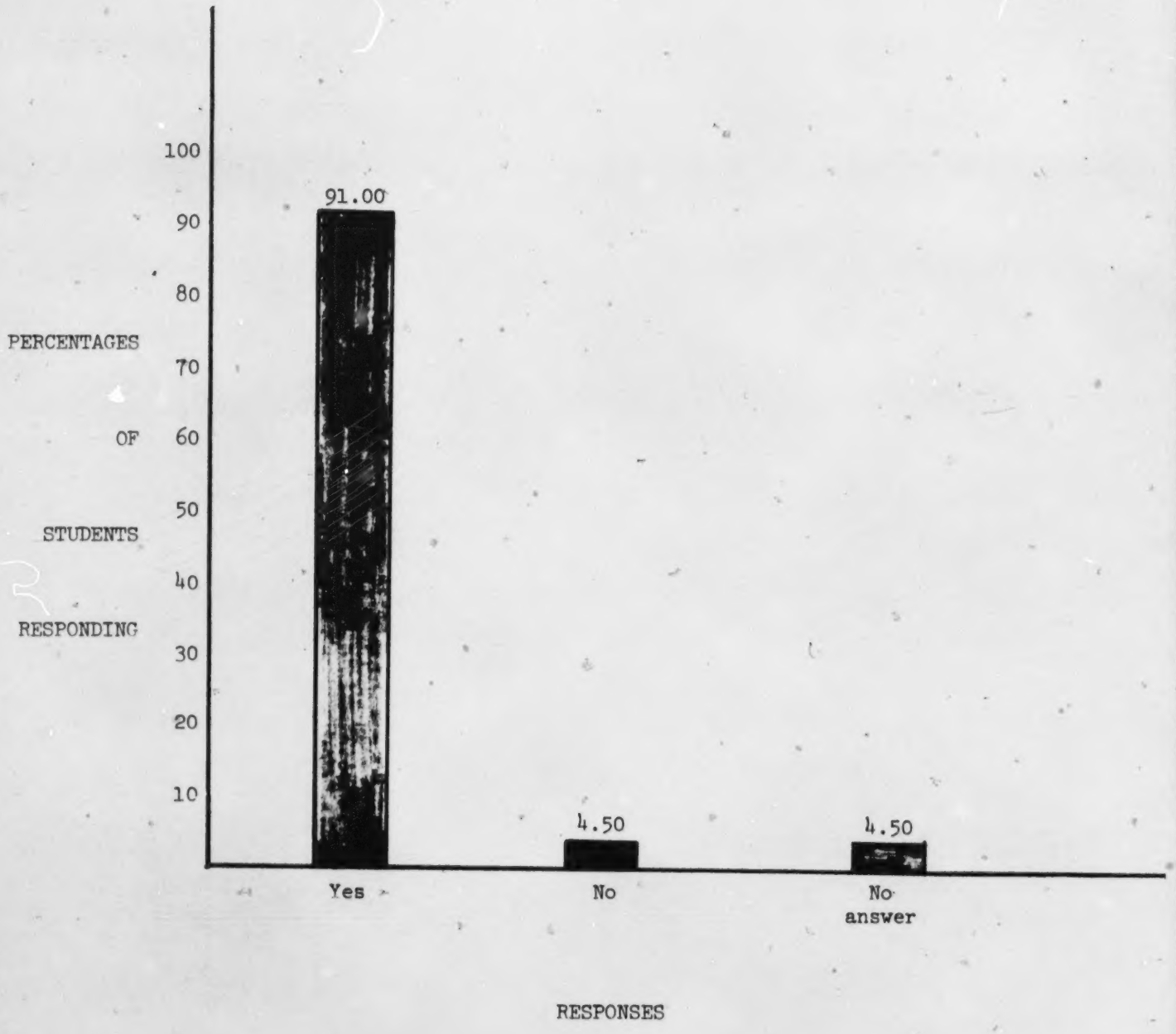


Figure 4

Distribution of responses to question "Do you think Cypress should keep the House Plan?", for day students only.
N=111.



For extended day students only, the distribution of responses for the same question follows: (N=24)

Response	Frequency
Yes	18
No	1
No answer	5
	24

(This N is too small to take meaningful percentages.)

Note with respect to the distribution for day students only that about 91% of them felt that Cypress should keep the House Plan, as compared to the 54% of these day students who answered that being assigned to a House had helped them personally; i.e., some of the responding day students felt that although they could name no personal benefits they had derived from being assigned to a House, they nonetheless felt that the idea of the House Plan has enough merit that it should be continued.

3. Survey of recent graduates

A two-page questionnaire dealing with various aspects of the House Plan and with counseling was mailed out to all those students eligible for graduation in June, 1976. The part of the questionnaire dealing with counseling was discussed in Research Report #5. The part of the questionnaire dealing with students' evaluations of the House Plan is reproduced on page 19 in Figure 5. The total number of responses was N=256. Again, this is probably not a random sample of all those eligible for graduation this June; rather, those who chose to respond are probably those who were more involved in campus life in some way, and/or those experiences were either very good or very bad; i.e., this set of responses probably represents the two extremes of the entire population and underrepresent those whose experiences were not outstanding in some way. Again, that the set of responses is biased in these ways is just a possibility.

Unlike those students to whom a similar but not identical questionnaire was administered at graduation rehearsal, these students to whom the questionnaire was mailed had time to write comments, and often did so. Most of these comments were about counseling and were reproduced in Research Report #5, but some of them concerned the House Plan, and these will be reproduced later on in this report.

The first question concerning the House Plan was designed to elicit student opinion on what the functions of the House advisor should be, but as it turned out, it also seemed to test students' knowledge of what the House advisor was in the first place:

From your point of view, what is the purpose of having a House advisor?

Figure 5.

From your point of view, what is the purpose of having a House advisor?

_____

_____

_____

Did having a House advisor help you personally while you were here at Cypress?

Yes _____ No _____

Did being assigned to a House help you personally while you were here at Cypress?

Yes _____ No _____

Since this question has an open-ended response category, the question was able to detect wrong guesses; for example, as the response distribution will show, a number of students thought that the House advisor was either a counselor or the counselor's assistant. The response distribution for the entire set of N=256 follows:

Responses	Frequency	Percentage
No answer	76	29.69%
"Don't know," "had no idea there was such a thing as a House advisor," "what is a House advisor?", etc.	92	35.94%
Responses which indicated that the respondant thought the advisor was a counselor or counselor's assistant	45	17.58%
To advise student government, help with House activities, etc.	25	9.76%
Other responses	18	7.03%
	256	100.00%

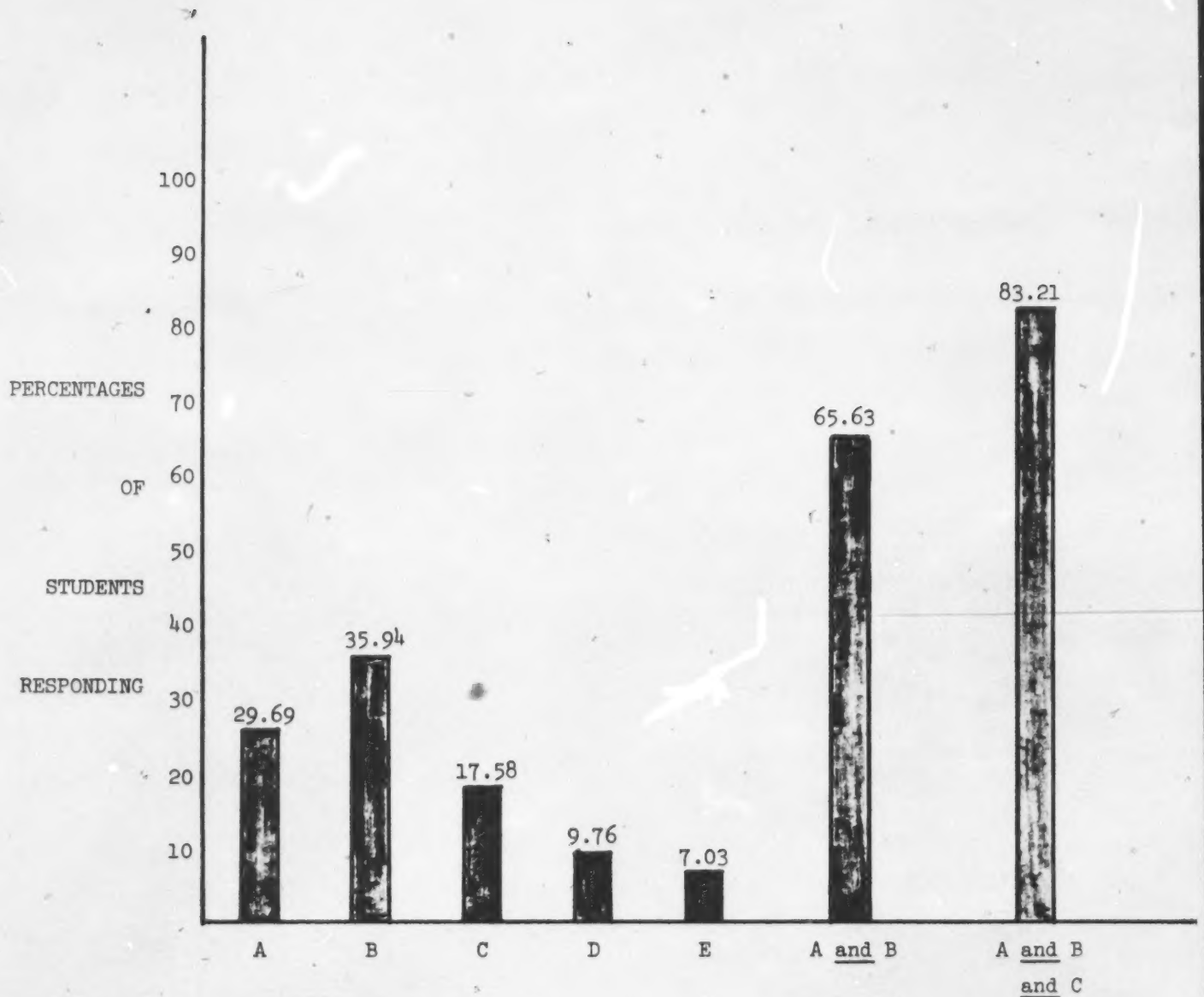
This distribution is graphed in Figure 6 on page 21.

Included in the "Other responses" category were responses which were illegible, or which may or may not have displayed that the respondant knew what House advisor functions were, such as "It should be an opportunity to have someone to discuss problems/activities and gain information or state complaints."

Note further that if the two categories "No answer" and the category including all the "Don't know," "I have no idea" types of responses, both of which really indicate lack of knowledge of the advisor's functions, then the total number of respondants unable to even make a guess is 168 or 65.63% of the set of respondants. Furthermore, if we then include the wrong guesses of counselor-type functions, the total number of either no guesses or wrong guesses becomes 213 or 83.21%.

Figure 6

Distribution of responses to the question "From your point of view, what is the purpose of having a House advisor?". N=256



Key To Response Categories:

A: No answer
B: "Don't know," "Had no idea there was such a thing as a House advisor," etc.
C: Responses which indicated that the respondant thought the advisor was a counselor.
D: To advise student government, help with House activities, etc.
E: Other responses

The subset of responses labelled "To advise student government, help with House activities, etc." include all those answers which indicated that the student had some sort of knowledge of the role of the House advisor. These answers are reproduced below in their entirety:

(1) To better communication between the students and the faculty-admistration.
(2) To provide constructive, stimulating suggestions.

Seems to be concerned more with being a House policeman than a House advisor.

I'm not sure, probably to relay student feelings about campus activities.

Co-ordinate student government, offer guidance to students, and help counsel.

Organize House activities with the elected students.

To co-ordinate House activities with the president.

To attend House meetings, know what limits are as far as activities, and so on - advise, not decide for us.

The House advisor acts as an ambassador of the students to both the faculty and administration, with the student government as the medium of individual access to the advisor.

1. To advise the House government. 2. To provide a source of continuity of information to incoming student leaders. 3. To provide a cohesive factor in communications between students, faculty, administrators, and classified staff. (Underlining is the respondant's)

Never having heard of a House advisor (after 2 years!) I can only guess that she/he would be there to give advice on extracurricular activities, students services, House problems (policy, elections, government).

If their duties as House advisor are only with the House student body - then none is needed.

To advise students on student-government affairs and to help students plan events for the students of Cypress College. Also to help with personal problems, if called upon. (Underlining is the respondant's)

To organize House activities, etc.

Liason between administration and students. Provide guidance and suggest or advise on suitable activities.

She or he is to help you (the student government) and guide you but _____ (House advisor) gets upset too easily.

To organize things better.

Co-ordinate student government and keep it on its toes.

Co-ordinate student activities - mostly for student government.

They are needed to assist the members of student government.

To help the students in House governments and act as a link between administrators and students.

To help co-ordinate the internal affairs of the House.

To organize and plan activities relative to the different courses of study at this House.

Helps advise student council without forcing his opinions on others.

Help in planning money-making activities for clubs.

Probably to set up activities or to represent us in school events.

The next question concerning the House Plan was the following:

Did having a House advisor help you personally while you were here at Cypress?

The distribution of responses to this question follows:

Response	Frequency	Percentage
Yes	29	11.33%
No	197	76.95%
"I don't know"	5	1.95%
No answer	25	9.77%
	256	100.00%

This distribution is graphed in Figure 7 on page 25.

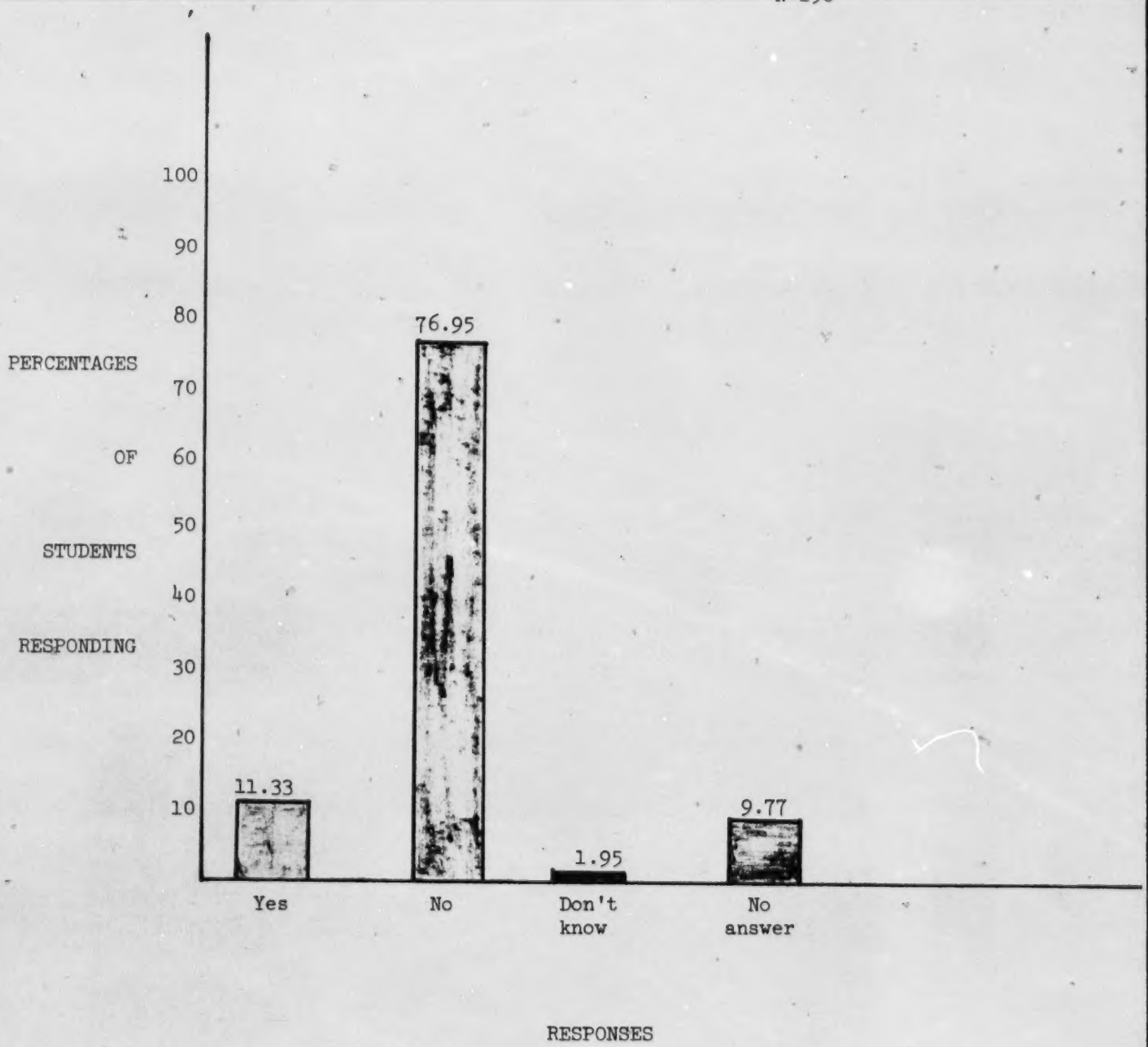
Because of the fact that many of the respondants believed that the advisor was either a counselor or assistant to the counselor, to get a correct interpretation of what these figures mean, we must break down the categories according to whether or not the respondant thought the advisor was counselor or counselor's assistant. The following is the distribution of responses to the same question for that subset or respondants who thought that the House advisor served counseling functions:(N=45)

Response	Frequency	Percentage
Yes	12	26.67%
No	31	68.89%
"I don't know"	2	4.44%
	45	100.00%

This means that of the total number of "yes" responses for the entire subset, which was 29, 12 of those "yes" responses are irrelevant for the purposes of this question, since in reality, these 12 respondants were answering the question as if it had pertained to counseling. Of the remaining 17 "yes" responses, 7 came from respondants who had originally left the question about the functions of the House advisor blank or had responded something such as "I don't know," and 10 came from the subset of respondants who <u>did</u> have some idea of the functions of the House advisor. The distribution below showing where the total number of 29 "yes" responses came from

Figure 7

Distribution of responses to question "Did having a House advisor help you personally while you were here at Cypress?" N=256



will make this clear:

Subset of all those who responded "yes" to question "Did having a House advisor help you personally while you were here at Cypress?" (N=29)

12 thought the advisor had counseling functions

10 answered that the role of the advisor had to do with student government and House activities

7 did not know what the House advisor did (either left the question blank or wrote something such as "I don't know")

29 = Total number of "yes" responses to question "Did having a House advisor help you personally while you were here at Cypress?"

The last question for this set of respondants was the following:

Did being assigned to a House help you personally while you were here at Cypress?

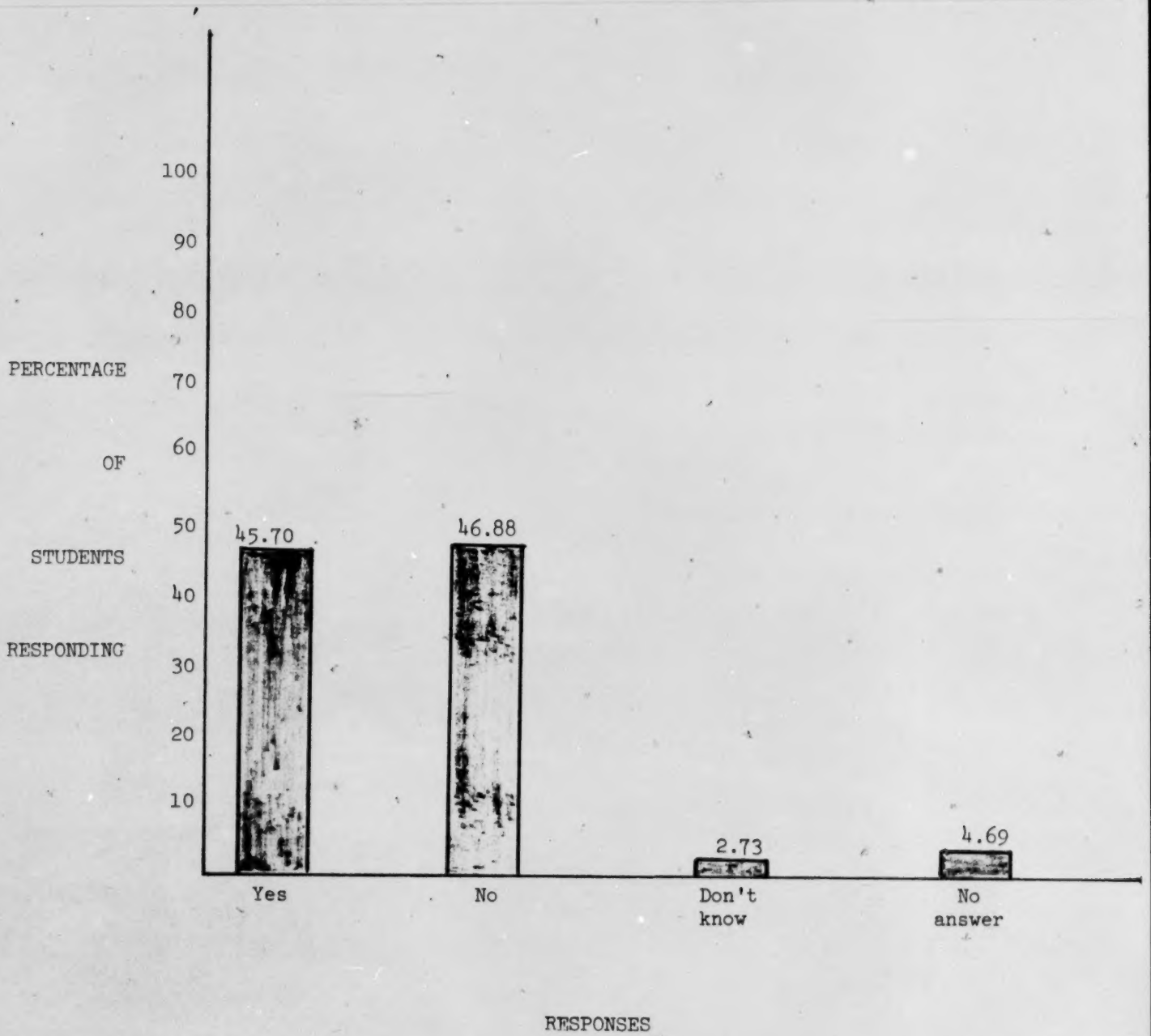
The distribution of responses for this question follows: (N=256)

Responses	Frequency	Percentage
Yes	117	45.70%
No	120	46.88%
"I don't know"	7	2.73%
No answer	12	4.69%
	256	100.00%

This distribution is graphed in Figure 8 on page 27.

Figure 8

Distribution of responses to question "Did being assigned to a House help you personally while you were here at Cypress?"
N=256



4. Survey of alumni

A two-page questionnaire dealing with several kinds of follow-up questions and with the House Plan was sent out jointly by the Office of Institutional Research and the Counseling Office to all persons who were eligible for graduation in June, 1975. The first page of the questionnaire dealt with such things as what the respondant was now doing and how Cypress had prepared her or him for this. The second page dealt with some aspects of the respondant's experiences with counseling and with the House Plan. That portion of data dealing with counseling has been analyzed in a separate report (see Research Report #5). That portion dealing with the House Plan will now be discussed. Figure 9 on page 29 shows that portion of the questionnaire dealing with the House Plan.

The questionnaires were sent out in the middle of June, 1976, and as of July 12, 313 responses had been received. Of these 313 respondants, 280 had filled out the second page; for our purposes, therefore, N=280. These alumni also wrote many comments, most of them on counseling and instruction, but also a few on the House Plan, and these comments will be displayed in a later part of this report.

The reader is again reminded that this set of respondants is probably <u>not</u> a random sampling of the entire population. The reader is referred to Research Report #5, pages 3-4, (which deals with the same set of respondants), for a discussion of the <u>possible</u> characteristics of this sub-population.

Figure 9

2. The House Plan. The following questions concern your experiences with the House Plan while you were here at Cypress.

(a) From your point of view, what is the purpose of having a House advisor?

_____

(b) Did having a House Advisor help you personally while you were here at Cypress? Yes _____ No _____

(c) Did being assigned to a House help you personally while you were here at Cypress? Yes _____ No _____

(d) What kinds of House activities did you usually go to? (If none, write in "None").

_____

(e) What kinds of activities do you think the House should have sponsored?

_____

(f) Overall, do you feel the House Plan is worthwhile? Yes _____ No _____

The first question asked of the alumni dealing with the House Plan was the following:

From your point of view, what is the purpose of having a House advisor?

The distribution of responses to this question follows: (N=280)

Responses	Frequency	Percentage
No answer	76	27.14%
"I don't know," "I didn't know there was one," "I have no idea," etc.	61	21.78%
Responses which indicated that the respondant thought the advisor was either a counselor or assistant to a counselor	84	30.00%
Other	40	14.29%
To advise student government, help with House activities, etc.	19	6.79%
	280	100.00%

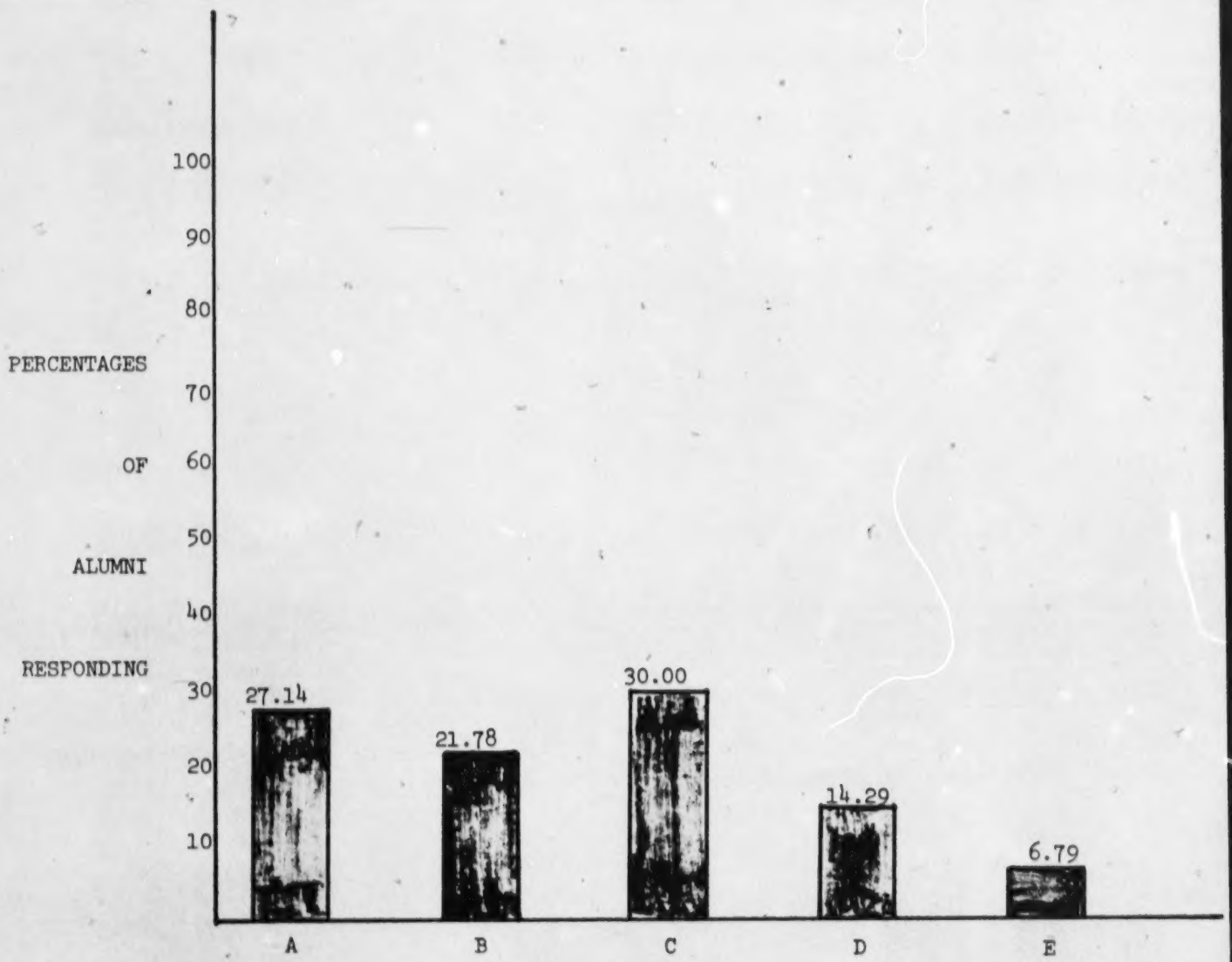
This distribution is graphed in Figure 10 on page 31.

The "other" category includes responses which were illegible, or which were apparently guesses on the part of the respondant.

If one contrasts the above distribution with the distribution of responses to the same question from the recent graduates (see page 21, figure 6), one can see several interesting differences and similarities. First of all, note that a much higher percentage of alumni (30%) thought that the House advisor was either a counselor or counselor's assistant than did the recent graduates (17.58%). Note also that the percentage of illegible answers and guesses was a little higher for the alumni than for the recent graduates (about 14% as cpposed to 7%). Note further that the percentages in each case of respondants who were aware of the House advisor's functions are about the same (about 7% and 10%). Finally, note

Figure 10

Distribution of responses to question "From your point of view, what is the purpose of having a House advisor?". N=280



KEY TO RESPONSES:

A: No answer
B: "I don't know," "I didn't know there was one," "I have no idea," etc.
C: Responses which indicated that the respondant thought the advisor was either a counselor or assistant to a counselor
D: Other
E: To advise student government, help with House activities, etc.

that the combined percentages of respondants who either left the response space blank or who replied in some way that they did not know, or who wrote a response indicating that they thought the advisor has counseling functions is quite close in the two sub-populations - about 79% in the alumni sample and about 83% in the sample of recent graduates.

The 19 responses coded as "To advise student government, help with House activities, etc." included those answers which indicated that the respondant had some knowledge of House advisor functions. These answers are presented below in their entirety:

From your point of view, what is the purpose of having a House advisor?

To guide and unite the members of the House government, and to be available to other students if they need help. The advisor should be a central figure, not necessarily out front, but in the back providing a stable, central core for students to come to, and to keep the House faculty and students together.

To bring a closer relationship to students and House personnel.

To organize, plan, and facilitate objectives of the House.

To advise the school system of House needs and desires, and to keep all Houses working together.

More in line with student objectives.

Keeps the student body informed of the events/problems occurring in that particular House.

Was better informed of specific problems related to House.

So the House advisor will have authority to check activities.

To represent the House in meetings, to get better opportunities for students.

To represent the House in matters that affect the college as a whole.

To be there to help with problems, activities, and advice to co-ordinate things.

To have someone available who was familiar with the problems and activities that concerned the House.

Keeping you aware what was happening around campus activities, problems, etc.

Having someone to regulate things and push for improvements.

To relate activities that are concerned with each House.

Bringing the students in that House together.

As a semi-center, or mini-nucleus for student fellowship.

To keep the House organized.

If you want something different in the House, you would get in touch with that person.

The next question concerning the House Plan was the following:

Did having a House advisor help you personally while you were here at Cypress:

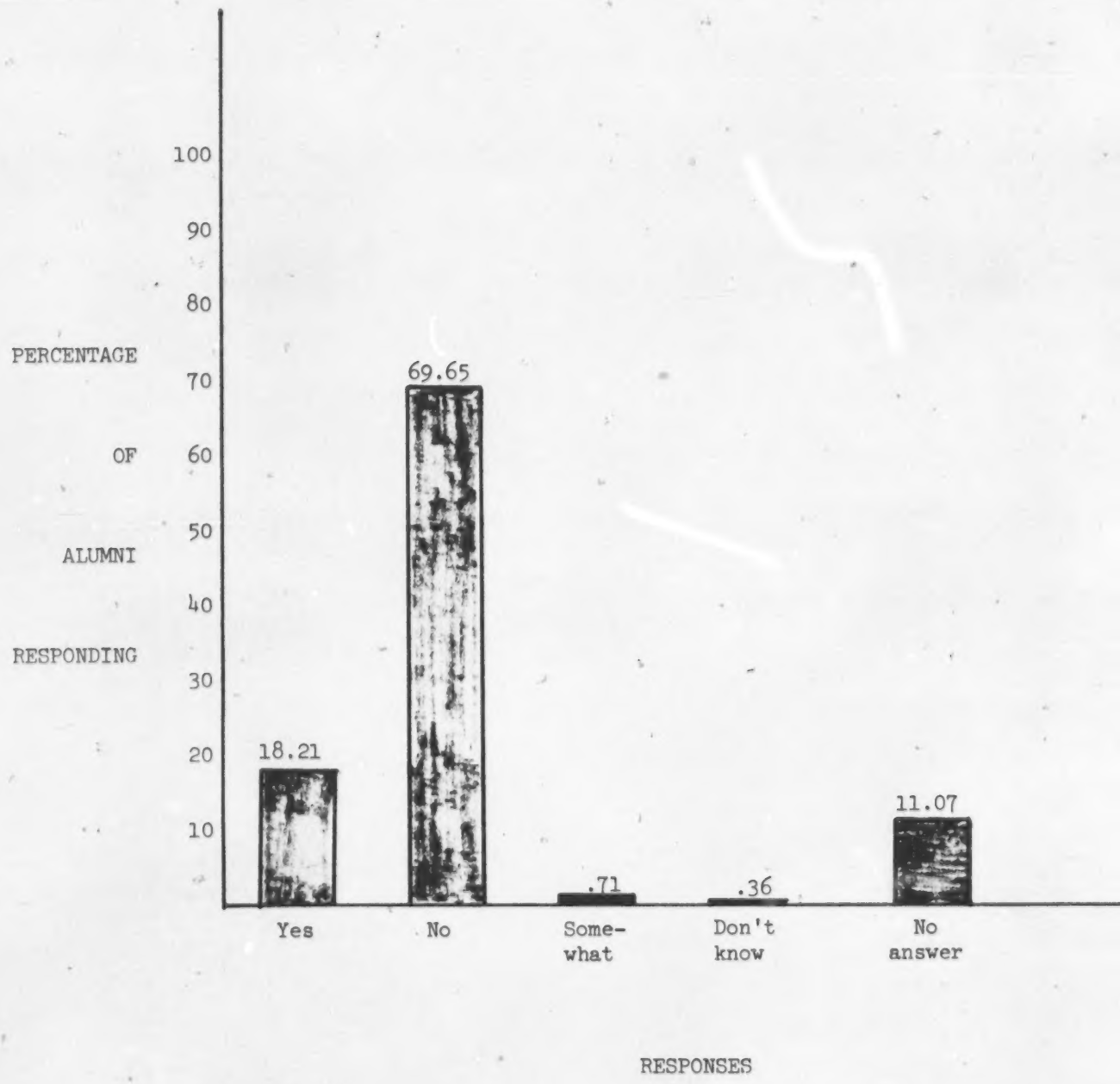
The distribution of responses to this question follows: (N=280)

Response	Frequency	Percentage
Yes	51	18.21%
No	195	69.65%
Somewhat	2	.71%
Don't know	1	.36%
No answer	31	11.07%
	280	100.00%

This distribution is graphed in Figure 11 on page 34.

Figure 11

Distribution of response
question "Did having a H
advisor help you persona
while you were here at
Cypress?
N=280



It is important to remember that 84 respondants in this set answered the previous question about House advisor functions in such a way that indicated that they believed the House advisor has counseling functions, and that therefore they may have been answering this question("Did having a House advisor help you personally while you were here at Cypress?") also on this basis (i.e., that the advisor is a counselor). It is therefore necessary to break down the "yes" responses according to the respondants' answers to the previous question on House advisor functions: (N=51)

Subset of those who answered "yes" to "Did having a House advisor help you personally while you were here at Cypress?" broken down according to their responses to question on House advisor functions: (N=51)

Response	Frequency	Percentage
Advisor has counselor functions	35	68.63%
Blank or don't know responses	7	13.73%
Other responses	6	11.76%
Advisor is to advise student government, help with House activities, etc.	3	5.88%
	51	100.00%

What this means is that of those who responded that having a House advisor did help them personally, about 69% so answered under the belief that the advisor serves some sort of counseling functions.

The next question concerning the House Plan asked of the alumni was the following:

> Did being assigned to a House help you personally while you were here at Cypress?

The distribution of responses to this question follows: (N=280)

Response	Frequency	Percentage
Yes	85	30.36%
No	175	62.50%
Don't know	2	.71%
No answer	18	6.43%
	280	100.00%

This distribution is graphed on page 37 in Figure 12.

This set of alumni was next asked to describe the kinds of House activities they usually participated in when they were at Cypress through the following question:

What kinds of House activities did you usually go to? (If none, write in "None.")

The distribution of responses to this question follows: (N=280)

Response	Frequency	Percentage
None or no answer	221	78.93%
List of specific activities (to be described in detail below)	59	21.07%
	280	100.00%

This distribution is graphed in Figure 13 on page 38.

Note that the percentage of those answering that they had participated in some kind of House activities is lower than the percentage responding that they had benefitted in some way from being assigned to a House, indicating that students don't necessarily have to have participated in House activities to feel that they have gotten benefits from the House Plan. The converse is also true; participation in House activities does not necessarily mean that the respondants also felt they had benefitted personally from the House Plan, since 16 of the 59 respondants who indicated that they had participated in House activities also

Figure 12

Distribution of responses to question "Did being assigned to a House help you personally while you were here at Cypress?"
N=280

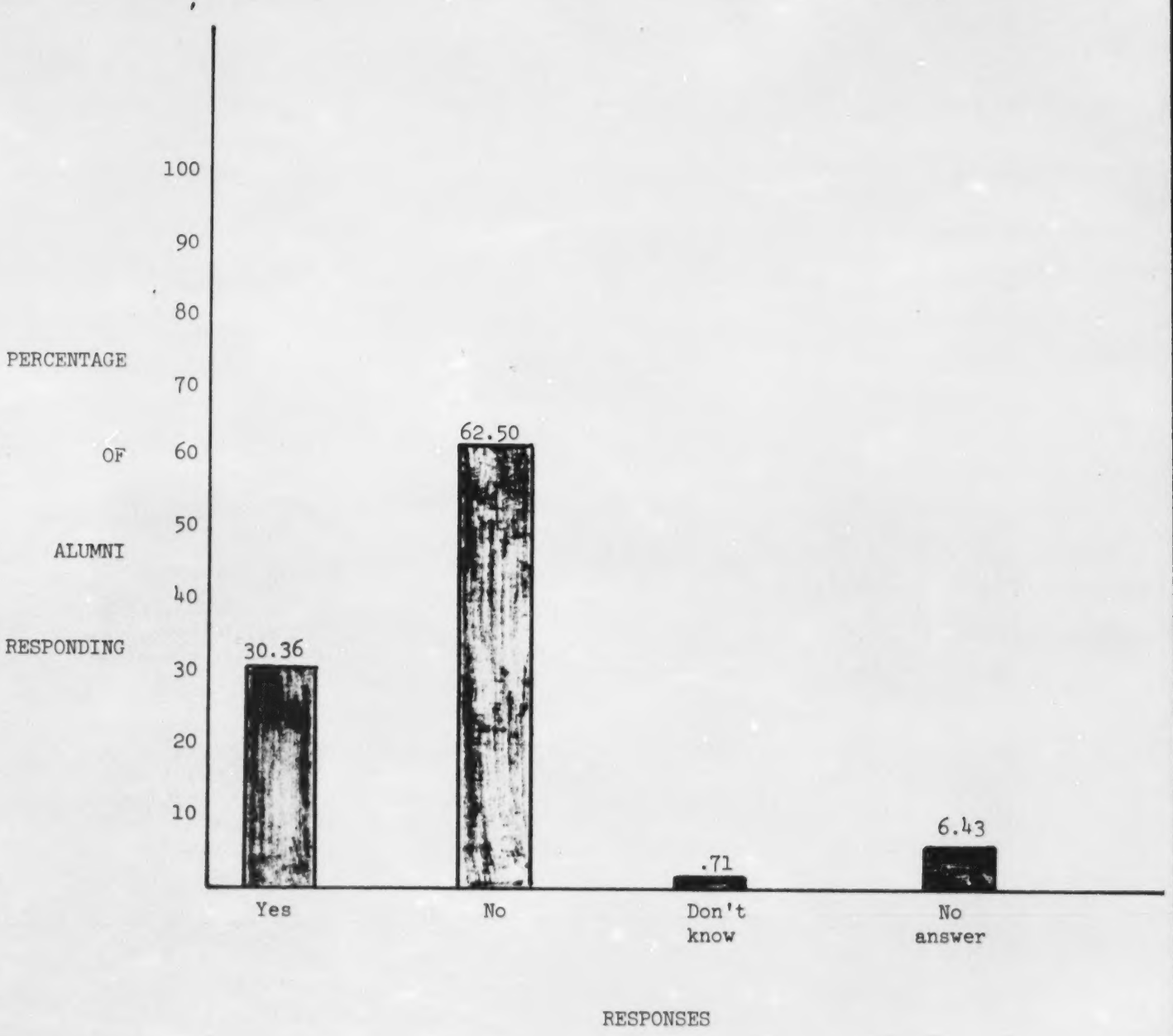
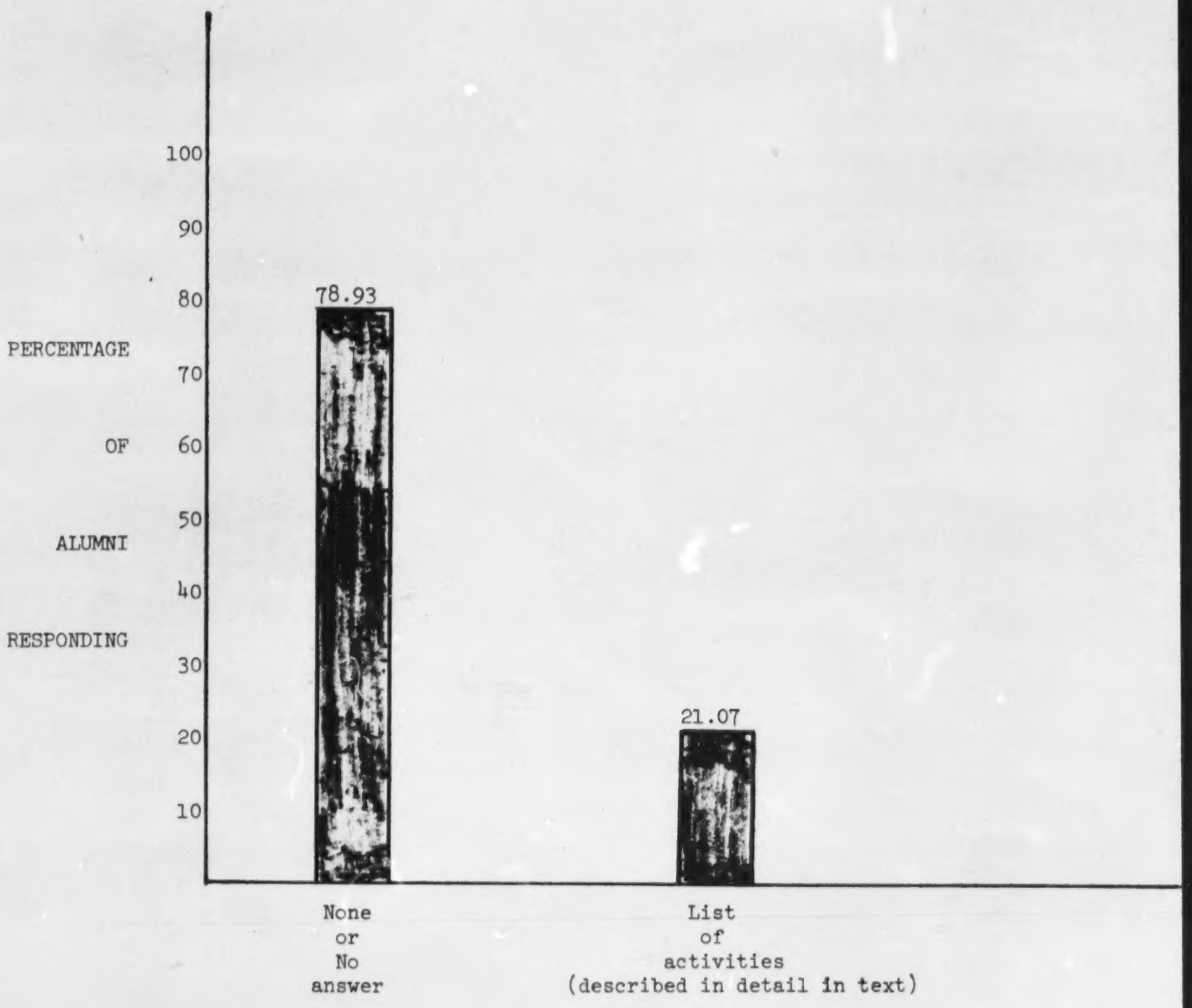


Figure 13

Distribution of responses to question "What kinds of activities did you usually go to?" N= 280



answered that they had not benefitted personally from being assigned to a House. Because this question was included at the request of some of the House advisors as an aid in helping them plan activities, the 59 responses which listed some sort of activity participated in by the respondant are reproduced in their entirety below:

I was extremely involved in the ASB activities so I tried to get to as many as I could - mainly the ones I could make it to.

_____meetings (program-related club).

In-House meetings and individual counseling.

I was on the Steering Committee.

Christmas Party at _____House.

Sales, sports activities.

Music, theater, art.

Football, baseball, table tennis.

The art gallery shows, the trivia contests with the teachers, guest lectures, the special days with certain foods available.

Exhibits, sales.

All of them.

Paper airplane contest.

None except Homecoming.

Honor society.

Art shows, plays, ceramic sales, singing...

Mainly _____program and _____club (program-related club).

Lecture series in specialty fields.

Not many - one Christmas party in two years at Cypress.

Art discussion and movies.

Open House or auto shows.

Fine Arts concerts and lectures.

_____activities (program-related club activities).

Women's art show, Spring, 1973. Student art show.

All of the art programs in the gallery, ceramics, marathons.

1950's week and afternoon concerts. Club fund-raising meals.

Duck pond race.

Lectures.

Movies, speeches, etc. Meetings of clubs.

Duck pond race.

Sports programs.

_____Club (program-related club).

All of them when I was there and knew about them.

Luncheons, speeches.

_____program orientation dinners (program-related).

Art exhibits, plays, contests, games.

None except one art exhibit but this even was not specifically for the House.

Bake sale, displays.

Social activities.

Bake sales, Christmas Parties.

Most of the assorted activities.

The different group gatherings on Tuesday and Thursday.

A couple of cook-outs.

Parties to do with children.

The musical entertainment.

Intramural sports.

Christmas party.

Oktoberfest.

The Christmas party.

50's week in 1974; elections.

Women's program.

Lectures concerning major subjects studied.

Parties, club and association meetings.

All of them.

Sales or just group discussions around coffee, art sales, slides, concerts.

Music, plays, clubs.

Duck pond race, open House.

Shows, art exhibits.

Food sales, ceramics, exhibits.

I was in student government at Cypress and was able to arrange and plan the activities. I feel that all activities which bring the departments and students in any House together are worthwhile and should be put on.

Some of the respondants who had answered that they did not participate in House activities while they were at Cypress also wrote in comments about why they did not participate:

They had good activities but because of my work schedule I was unable to get involved.

Never had time to go to any activities.

None - I worked 25 hours a week plus was a full-time student.

None - I didn't have the incentive to find time.

None - Fully active in outside curricular (respondant apparently means extra-curricular) activities in high school. No enthusiasm for college activities-worried about school work and a job.

None - but the ones that I knew of were at bad times.

None - (my House was not well-developed at the time).

None - I have a husband and two children - I don't need rah-rah activities.

Few House activities were planned that I was aware of.

While at Cypress our House was not actually in full existence.

The next question asked of the alumni was the following:

What kinds of activities do you think the House <u>should</u> have sponsored?

Again, this question was included at the request of some of the House advisors as an aid in helping them know what kinds of activities students would like. Of the total number of 280 alumni respondants, 207 or 73.93% either left this response space blank or wrote in something such as "don't know" or "no suggestion," while 73 or 26.07% did have something to say. These comments on what the Houses should sponsor are reproduced below in their entirety:

Get students involved with community activities.

More "get to meet each other" type get-togethers.

More social activities to bring all students together.

Many social and major-oriented events.

Dances or concerts with rock bands.

More charity drives for <u>American</u> poor people. (Underlining is the respondant's)

More business clubs activities in Carnegie House.

More of the same (as Houses are sponsoring now).

More field trips to art places for interested students. Guest lectures and art demonstrations. More commerical acknowledgment of student work, more faculty involvement. (Underlining is the respondant's)

Bowling league, golf league, field trips.

There were good activities planned if you were involved with the House.

More of the above. (Student had responded "Movies, speeches, meetings of clubs" to just-prior question)

Career-related activities.

Fun things, and to get more people involved - more motivating things.

Interesting ones.

Field trips.

Career programs so students would gain better understanding of what is available and how they could best fit into some particular field.

Tennis events.

Food specials at good prices and quality.

Programs geared to the campus overall - the House Plan is divisive and costly.

What Edison House sponsored was fine.

Career days.

Art shows, student exhibitions.

More counselors; activities to foster unity of students.

Have types of activities like the College Bowl and contests, and more emphasis on the international students.

Those appealing to the majors they represent.

(1) A lecture series presented by the individual House pertaining to their field of instruction (by professionals in that field). (2) Job placement interviews with companies involved in the House's specific field.

Field trips to actual businesses to experience the business world as it really exists.

Displays from departments within the House, services for the students, symposiums, guest lecturers - I feel a vital activity that should be done and was lacking when I was in government would be open student government meetings in the Houses and the AS, even question and answer periods.

The ones they sponsor now.

In the case of the art building, more exhibits for everyone, not just graduates, or upper division. More special slide presentations.

Music, plays, clubs, entertainment.

More activities which would have gotten more people involved.

Same as present.

Fun things. Getting to know one another things.

More sporting ones and ones to get to know more of the teaching staff.

Seemed to be varied and interesting activities (but I just didn't have the opportunity to enjoy them).

Part-time enployment for credit in your major. Experience counts more heavily than a B.A. sometimes.

Social activities.

More academic and career-type seminars.

These and more. Perhaps more advertising and announcements would help. (The antecedent of "these" is the response to just-prior question, which was "the art gallery shows, the trivia contests with the teachers, guest lecturers, the special days with certain foods available.")

Any and all types - anything to take the (illegible) of classes, and to meet friends.

More campus talent organized and performing in the lounge.

Same but more. (Respondant had answered "Sales, sports activities" to just-prior question.)

Homecoming activities.

Ones which the students who belong to those Houses would be interested in.

More concerning the Fine Arts.

Dance bands, guest speakers, and quiz contests.

Activities that relate to the field of the particular House.

Career-oriented.

Social activities and gab sessions to offer suggestions on how to unite and improve the House.

Career-planning and information activities.

Any get-togethers.

More indoor games.

Dances, social getherings.

Hot dog feed was a good idea. A rock band would also be entertaining.

Activities with the other Houses to help the schools become united.

Activities which would familiarize people with each other.

Just what they are doing now.

Meetings that are based on career-planning.

More intramural sports.

Some sort of time for student-faculty interaction.

What it does now.

The types that would provide more information on job potentials and on 4-year colleges and their requirements.

Really must say I enjoy the ceramic sale the Art Dept. puts on twice a year.

Dances.

Career seminars.

House sports.

Music, food, basic activities to bring people together. Activities that a large majority find interesting, as opposed to the few "clique" groups now.

More publicized ones!

Have guest band to entertain student body. Give people more of a chance to socialize without pressure. In the two years that I attended Cypress, the only activity that really brought the student body together was the event of the "streakers" running through campus.

Career-planning.

Lectures, debates, exhibits of art, science, etc.

There is quite a wide range of suggestions, but note that there are a few predominant themes running through this list of what kinds of activities these alumni think Houses should sponsor: (1) program-related activities; (2) activities which will enable students to meet each other; and (3) activities which wou give them some sort of information on possible careers. If one compares the sorts of activities suggested by these alumni with the kinds suggested by the recent graduates (see Chapter 2 of this Report), one will see that in general, t alumni are more concerned with "serious" activities such as program-related acti ties and career-planning help than were the recent graduates (however, note that even the alumni suggested several "strictly-for-fun" activities); it may be that from the vantage point of having been out of Cypress for a year, these alumni ar listing those activities which they now realize would help them.

The last question asked of these alumni was the following:

Overall, do you feel the House Plan is worthwhile?

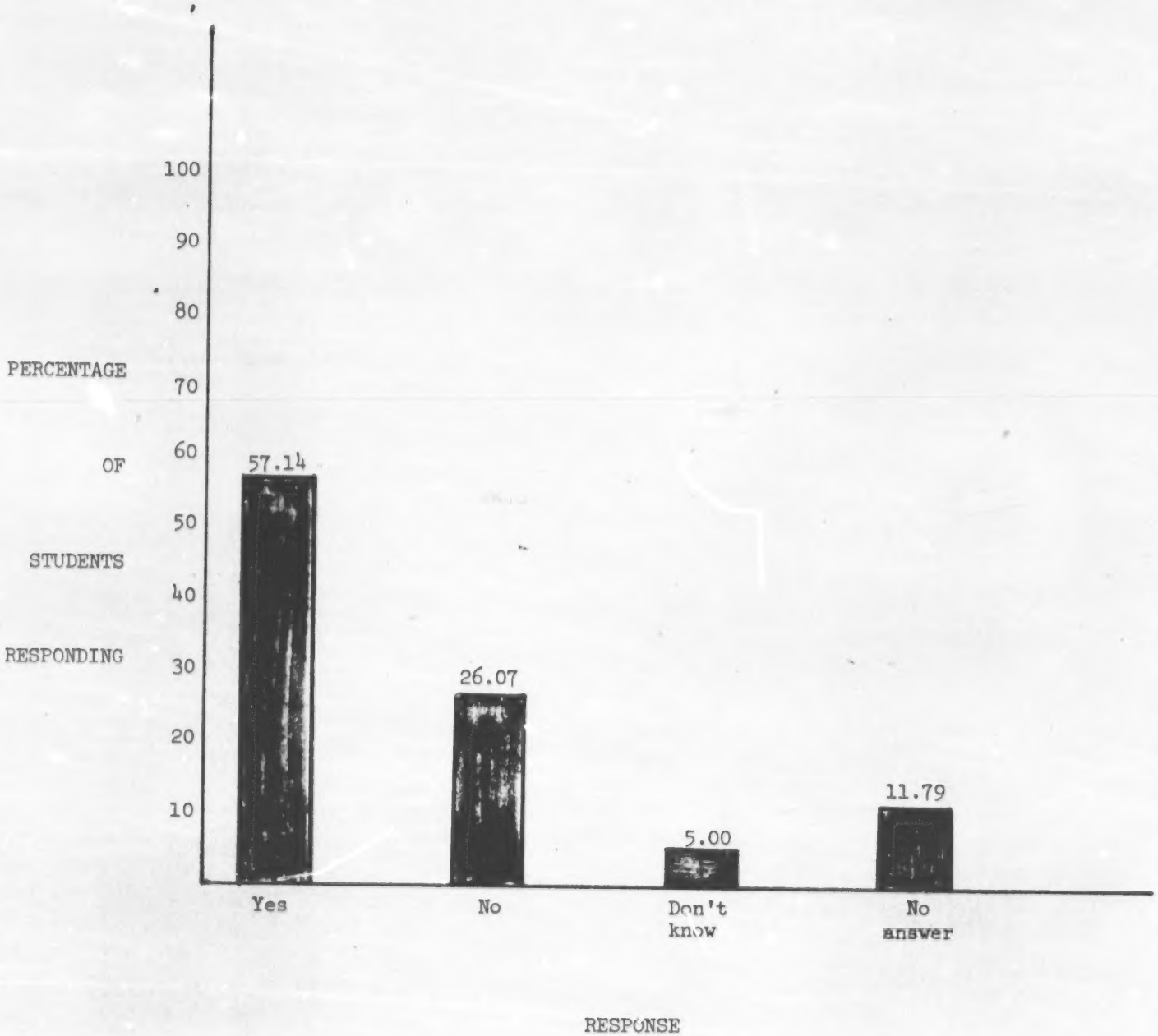
Note that just as with the survey of those graduates who attended the graduation rehearsal, this question also deals with the abstract value of the House Plan, while an earlier question ("Did being assigned to a House help you personally while you were here at Cypress?") dealt more specifically with the student's own experience with the House Plan. The distribution of responses for this abstract evaluation of the House Plan follows: (N=280)

Response	Frequency	Percentage
Yes	160	57.14%
No	73	26.07%
Don't know	14	5.00
No answer	33	11.79%
	280	100.00%

This distribution is graphed in Figure 14 on page 49.

Figure 14

Distribution of responses to the question "Overall, do you feel the House Plan is worthwhile?".
N=280



Many of the responses were qualified in some way, and these qualifying comments will be presented in the section of this Report on comments which were written in by the respondants.

Note the much higher percentage of persons who responded "yes" to this question on the abstract value of the House Plan compared to the percentage who answered "yes" to the question "Did being assigned to a House help you personally while you were here at Cypress?" (about 57% compared to about 30%). Note, however, that this percentage of alumni responding that they felt the House Plan does have some abstract worth is much lower than the percentage of recent graduates (taken from the graduation rehearsal) who so responded (about 57% compared to about 88%; see page 14 of this Report for the distribution for recent graduates who attended the graduation rehearsal). Those lower percentage among the alumni may be due to the fact that some of the Houses were not in operation as separate entities while the alumni were here at Cypress; there were some comments to indicate that this was the case. If this is a systematic trend, then the opening of Schweitzer and Thorpe Houses should see an even greater percentage of students responding that the House Plan has value; however, this is just a possibility based on the set of responses obtained from these questionnaires, and the reader is again cautioned to remember that these sets of respondants probably do not constitute a random sample of the student populations.

In summary, about 30% of those alumni who responded felt that being assigned to a House had helped them personally while they were here at Cypress, although only about 21% indicated that they had participated in House activities. About 57% felt that the House Plan was worthwhile.

5. Respondants' comments on the House Plan

This section will present all comments made by respondants on the House Plan. As mentioned earlier, those respondants who answered the questionnaire administered during the graduation rehearsal did not have time to write comments; therefore the comments presented in this section come from the questionnaires mailed to (1) all those eligible for graduation this June (i.e., June, 1976) and (2) all those who were eligible for graduation in June, 1975. As stated earlier, most of the comments taken as a whole concerned counseling, indicating (a) students' concern with counseling functions and (b) in some cases, students' identification of the House Plan with decentralized counseling; these comments were presented in Research Report #5, pages 50-60. A smaller number of respondants wrote in comments on the House Plan, and these are presented in their entirety. The comments below include all comments except those which came from a group of questionnaires sent out with a cover letter which included a strong statement of confidentiality; these latter cannot be included. They were, however, taken into consideration in the summary to be found in the next chapter. All underlinings and emphasis and punctuation are the respondant's.

> (In response to the question "Overall, do you feel the House plan is worthwhile?", respondant left the response spaces blank, but wrote in the following:) I wasn't as active in it as I would have like to have been.

> (In response to the question "Overall, do you feel the House Plan is worthwhile?", respondant answered "yes", then wrote in the following:) Only because of the activities it sponsors.

> (In response to question "Overall, do you feel the House Plan is worthwhile?" respondant answered "no", then wrote in the following:) Separates students and faculty too much.

(In response to question "Overall, do you feel the House Plan is worthwhile?", respondant answered "yes", then wrote in the following:) If it does good for some, as I'm sure it does, it is worthwhile.

(In response to the question "Overall, do you feel the House Plan is worthwhile?", respondant answered "yes", then added:) Very - it would have been advantageous to us _____(name of program which currently does not have House as separate facility) students.

Has potential (referring to the House Plan).

The House Plan is acceptable but it's not that advantageous. I mean as far as I'm concerned, it's just another label. Instead of saying "I belong to _____department" the lable is changed to "I belong to _____House." Big deal.

Waste of money and time.

The House Plan separates people from each other. The whole idea strikes me as being impersonal. There should be one community hall for the entire student body.

(In response to the question, "Overall, do you feel the House Plan is worthwhile, respondant answered "yes", then added:) it's easier to relate to people who are in the same House because you have the same interests.

I spent more time in _____House(name of House to which respondant was <u>not</u> assigned) with _____(name of counselor to whom respondant was <u>not</u> assigned) as my advisor. She helped me with about everything I could have needed, academic and otherwise. I should have changed Houses, but I didn't.

(In response to question, "Overall, do you feel the House Plan is worthwhile?", respondant answered "yes", then added:) <u>Very</u>!

(In response to question, "Overall, do you feel the House Plan is worthwhile?", respondant answered "yes", then added:) This is a very difficult question because there is no way for there to be 7 or 8 residents (respondant is apparently referring to Houses)the school simply won't run; therefore you must have the ASB present, which is not really a full-fledged House Plan. But the division of students into majors does create a great amount of closeness in students, teachers, and counselors. Also not all of you (respondant is apparently referring to faculty-staff-administration) feel that way. Perhaps you'd better let the students know how you feel. (In a later portion of questionnaire, same respondant wrote the following:) It helps in studies. Makes free time enjoyable, and makes Cypress more than just a classroom of eminent status. It makes it somewhere you like to go!

As far as I can see the idea is good but the functions presented by the House should be more numerous and also beneficial to the student.

(In response to question, "Overall, do you feel the House Plan is worthwhile?", respondant answered "yes", then added:) For a majority of the students, I'm sure it was worthwhile, for me it was not.

I never thought of the _____building as a place I went to engage in organized activities (except classes, of course). It was lovely to be able to sit down with friends who had similar interests and have a cup of coffee without taking a ten minute hike to some centrally-located student union. I guess all I ever wanted from my House was a place at a table where I could pull up a chair and have a reasonably-priced cup of good coffee. These I received, appreciated, and now miss.

(In response to the question "Overall, do you feel the House Plan is worthwhile?", respondant answered "yes", then added:) If you can get people to stay around campus. Commuter schools are basically cold and unfriendly.

(In response to question, "Overall, do you feel the House Plan is worthwhile?", respondant answered "yes", then added:) To some, not to me.

Many students at Cypress take courses that are offered in many different Houses. A sense of identification with one House never really develops.

I think the House program tends to isolate people who are in a specialized program.

(In response to question, "Overall, do you feel the House Plan is worthwhile?", respondant answered "yes", then added:) For counseling purposes it was easier.

(In response to question, "Overall, do you feel the House Plan is worthwhile?", respondant answered "no", then added:) Maybe for some people.

My experience was not usual. I think the House Plan could be worthwhile for beginning students. I was a _____(name of profession) back in school for general education courses.

(In response to the question, "Overall, do you feel the House Plan is worthwhile?", respondant answered "yes", then added:) But it needs to be improved.

The House Plan didn't do anything for me since the course I was in was general ed. The three years I was at Cypress I don't think I had one class in the House I was assigned to. I do feel, though, that having the different courses located in their own building is a good idea.

(In response to the question, "Overall, do you feel the House Plan is worthwhile?", respondant answered "no", then added:) It would be, if they could devise a plan where each student could be positively directed and motivated toward the goal he is most capable of accomplishing, rather than sitting around waiting for students to come around with problems - most students don't realize their unrealistic goals until it's too late to change without leaving a lot of education behind to take a different program. (Respondant is apparently talking about counseling)

I think I was too uninterested to find out about the House Plan. The help I had was great but at _____years old, my goal was to feed my kids dinner, clean house, and go to school.

(In response to the question,"Overall, do you feel the House Plan is worthwhile?", respondant checked "no" then added:) Schools are for EDUCATION!!!

It enables those students who are all in one major the ability to "mingle".

(In response to the question, "Overall, do you feel the House Plan is worthwhile?", respondant checked "no", then added:) Not for me! If Cypress should get much larger the House Plan will be very helpful in breaking up the population but as for the present size I didn't feel it had much to offer.

(In response to the question, "Overall, do you feel the House Plan is worthwhile?", respondant checked "no", then added:) For those students involved in House activities, yes, but as for me, no.

(In response to the question "Overall, do you feel the House Plan is worthwhile?", respondant checked "yes", then added:) For some students.

Did not experience any or enough to make a judgment (about the House Plan), which may indicate lack of effectiveness.

I never heard what the House Plan was. Emphasis was on the program, not on a House Plan.

The problem is not the House Plan, but poor counseling.

(In response to the question "Overall, do you feel the House Plan is worthwhile?", respondant checked "yes", then added:) For most kids it is.

I did not feel a part of _____House since I was a _____major. I spent more time in other Houses.

(In response to the question "Overall, do you feel the House Plan is worthwhile?", respondant checked "yes", then added:) For those non-working students who have time to participate after classes.

(In response to the question "Overall, do you feel the House Plan is worthwhile?", respondant left response spaces blank, then added:) It probably is- but did not help me personally.

Although I didn't participate in the House functions, I've heard a good deal about them and the good things they've done.

(In response to question "Overall, do you feel the House Plan is worthwhile?", respondant left the response spaces blank, then added:) Can't really say - ours wasn't open long before I left campus.

Having had attended other schools in my lifetime, I felt that the House Plan and its total operation was as good as any other plan. However, there is one exception to the above statement and that is you tend to fraternize with people of the same interests. This does not build an awareness of other peoples and other beliefs for the younger student. The House Plan may have a social structure weakness.

I am sure it is more valuable for the younger student. I was a part-time student and involved in many outside activities.

(In response to the question, "Overall, do you feel the House Plan is worthwhile?", respondant checked "yes", then added:) Yes, if a person wanted to get involved. I personally didn't get involved with House activities because of work. I've never gotten very involved in school activities, but for friends who did the House Plan seemed to work well for them, and they had fun.

(In response to the question, "Overall, do you feel the House Plan is worthwhile?", respondant checked "yes", then added:) Very.

It helps for more of a friendly school. People feel they have a place to go where they belong.

(In response to the question, "Overall, do you feel the House Plan is worthwhile?", respondant checked "yes", then added:) Only for those with a major, but I believe many people like myself go to a community college to find a major and may jump around a bit before deciding, thus not getting too involved in his own House.

Did not feel it was worthwhile at all.

Would still prefer one large union also where you could get "real" hot food.

As a member of _____House, the thing I enjoyed most was a smaller community of people interested in the same things I was, and the area to gather in. I've never been into "activities", but I enjoyed many long talks with friends while sitting in the lobby.

I gained a great deal of stimulation in my discussions with people who had my same interests, helped to decide me on my career and brought me out of my shell so to speak.

It affords students a chance to become involved with other students in their area of concentration.

(In response to the question, "Overall, do you feel the House Plan is worthwhile?", respondant checked "yes", then added:) For those who are adequately placed in the House fitting to their major.

Most people at Cypress are from neighboring high schools and know people on campus. The House Plan would function better in an on-campus living situation, also not the case at Cypress.

I think it was worthwhile for those who used it, but I was never involved in anything except my classes.

(In response to the question, "Overall, do you feel the House Plan is worthwhile?", respondant checked "yes", then added:) For some people.

(In response to the question "Overall, do you feel the House Plan is worthwhile?", respondant checked "no", then added:) For some - I guess so - for me, no.

(In response to the question "Overall, do you feel the House Plan is worthwhile?", respondant left response spaces blank, then added:) Perhaps to others who were more interested in extra-curricular activities.

Perhaps it's beneficial to people who are interested in an area that Cypress offers.

6. Afterword

The reader is again reminded to keep in mind that when interpreting these data that the sets of respondants discussed in this report are probably not a random sampling of the entire student population. The systematic ways in which these samples may possibly be biased have been discussed.

Within these sets of respondants, some general trends may be observed: (1) There is a tendency for some students to identify the House Plan with decentralized counseling. (2) Participation in House activities is generally low, but low participation in House activities does not necessarily mean that the student perceives that he is getting nothing from being assigned to a House. I.e., for some students, the concept of the House and House membership is not identified with participation in that House's activities, and benefits of the House Plan are seen by some students to be something other than the existence of these House activities. (3) Older students tend to see the House Plan as less beneficial to them personally. If it is found through further research that the House Plan does largely benefit the younger student, then it should be remembered that students 20 years or younger composed about 40% of the entire student population in February, 1976.

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LOS ANGELES

JUL 2 . 1978

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